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ABSTRACT

Women's educational needs and the viability of postsecondary institutions are inextricably bound. Women are in transition. Increasingly entering the labor force, women see postsecondary institutions as a means of accomplishing new occupational goals. Now a postsecondary student majority, they are, because of their age, part-time status, and large numbers, considered nontraditional. While some exemplary programs for women exist at British Columbia's postsecondary institutions, most nontraditional learning opportunities are ad hoc, peripheral, fragmented and demonstrate a lack of institutional commitment. An institutionally based Women's Access Program should be adopted. Planning and implementation guidelines for such a program have been developed and are included in this report. Program goals are to assist women in obtaining access to postsecondary institutions and community services and resources, and to assist institutions in modifying practices which present barriers to women. Recommendations to the Ministry of Education and a plan to assist institutions achieve these goals have been formulated. Hopefully, institutions will adopt policies which accommodate the needs of women learners. (Author/CSS)

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PROVINCE OF BRITISH COLUMBIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

DISCUSSION PAPER 02/79

A REPORT ON NON-TRADITIONAL LEARNING PROGRAMS FOR WOMEN AT B.C. POST-SECONDARY INSTITUTIONS

by

Lillian Zimmerman

Marsha Trew, Ph.D.

The Division of Continuing Education is interested in your comments on the matters raised in this previously unpublished report. On the back page you will find a convenient mail-in form, or you may respond in more detail to the address given.

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Lillian Zimmerman
Marsha Trew

ABSTRACT

The educational needs of women and the viability of post-secondary institutions are inextricably bound. Women are in transition. Changes have occurred in society which make it necessary for increasing numbers of women to enter the labour force. They are primarily participating in segregated, low paying occupations. They require skills, training and other educational opportunities to adapt to these new requirements.

Women see post-secondary institutions as a means to accomplish new occupational goals. They are the majority of post-secondary students and as such constitute a recent phenomenon. Because of their age, part-time status and large numbers, this population is non-traditional.

The increase in women's participation at post-secondary institutions in B.C. does not necessarily mean that their non-traditional needs are being met. Further, several barriers inhibit potential women learners from accessing needed learning opportunities.

While some exemplary programs for women exist at post-secondary institutions in B.C., the majority of non-traditional learning opportunities is far from adequate. In most instances these opportunities are ad hoc, peripheral and fragmented and therefore demonstrate a lack of institutional commitment to adult women learners.

Recognition by post-secondary institutions in B.C. of this population and their educational needs is necessary. Guidelines for planning and implementing an institutionally based Women's Access Program are outlined.

The goals are:

> to assist women to access the services and resources of post-secondary institutions and their communities, and
>
> to assist the institutions to modify any practice or policy which presents a barrier to women as adult learners.

Recommendations to the Ministry and a strategic plan to assist institutions in achieving these goals are formulated.

If sufficient access is available at post-secondary institutions, the accommodations outlined in this report will in time, become regular institutional practice. When this occurs, the institutions will have adapted to the needs of this new and non-traditional population - a group which is a sizable proportion of the populations the institutions are intended to serve.

RECOMMENDATIONS

1) that the Ministry of Education designate Women's Access Programs as a legitimate program area.

2) that the Ministry of Education establish a policy in support of Women's Access Programs in post-secondary institutions.

3) that this policy should encourage post-secondary institutions to develop Women's Access Programs appropriate to the needs of their institutions and communities.

4) that the Ministry of Education assume a role of leadership and co-ordination with regard to Women's Access Programs in post-secondary institutions.

5) that post-secondary institutions develop Women's Access Programs appropriate to the needs of their communities.

6) that the Ministry of Education appoint a Provincial Co-ordinator (with adequate resources) to assist in the development of Women's Access Programs.

7) that the Ministry of Education establish a Provincial Review Committee to advise the Ministry on the progress of implementing, maintaining and improving Women's Access Programs.

8) that the Ministry of Education allocate adequate resources for initial funding to support the development of institutionally based Women's Access Programs, (recognizing that ongoing funding will be provided by the appropriate Provincial Councils).

CONTENTS

ACKNOWLEDGEMENTS		i
ABSTRACT		ii
RECOMMENDATIONS		iv
TABLES		vii
SECTION 1 -	INTRODUCTION	1
1.1	Constraints	2
1.2	Project Organization	2
1.3	Conceptual Framework	4
1.4	Scope	4
1.5	Procedure	5
1.6	Definitions	5
1.7	Limitations	7
SECTION 2 -	WOMEN IN TRANSITION	9
SECTION 3 -	POST-SECONDARY INSTITUTIONS: RESPONSES TO THE EDUCATIONAL NEEDS OF WOMEN	13
3.1	Changing Enrolment Patterns	13
3.2	Perceptions of Barriers by Providers of Programs for Women	16
3.3	Perceptions of Goals, Needs and Barriers by Learners and Providers	16
3.4	Status Report: Non-Credit Activities for Women at B.C. Post-Secondary Institutions	19
3.41	A Report on Non-Credit Activities	19
3.42	A Report on Perceptions by Administrators and Providers	22
SECTION 4 -	A NON-TRADITIONAL APPROACH TO A NON-TRADITIONAL CLIENTELE	25
4.1	Recommended Guidelines for Implementing Women's Educational Access Programs in British Columbia Post-Secondary Institutions	25
4.2	The Role of the Ministry of Education	26
4.3	Guidelines for an Institutionally Based Women's Access Program	26
4.4	A Women's Access Program: A Working Definition	28

SECTION 4 - A NON-TRADITIONAL APPROACH TO A NON-TRADITIONAL CLIENTELE-Continued

4.41 Essential Program Components 29

4.42 Content and Delivery Systems 30

SECTION 5 - CONCLUSION 35

APPENDICES 43

APPENDIX 1 - The Universities: Overview of Current Programs for Women and Part-Time Undergraduate Enrolment 41

APPENDIX 2 - Limitations of Analysis 44

APPENDIX 3 - Bases for Devising a Taxonomy 45

APPENDIX 4 - Distribution of Non-Credit Courses Offered by B.C. Colleges and School Districts, Fall 1977 46

APPENDIX 5 - Participation by Sex in Sampled Course Offerings in Four Selected College Regions, Fall 1977 48

APPENDIX 6 - Basis for Report on Perceptions by Administrators and Providers 49

APPENDIX 7 - Examples of Access Opportunities 50

APPENDIX 8 - Women's Resource Centre Activities - An Overview 51

APPENDIX 9 - Prime Time: A Brief Report 53

APPENDIX 10- A Re-Entry Program for Women 57

TABLES

Table

1. Women as a Percent of Academic and Career Technical Enrolments at B.C. Community Colleges and B.C.I.T., 1968 to present 13

2. Percentage of Women by Age Enroled in Academic and Career Technical Programs in B.C. Community Colleges, B.C.I.T., October 31, 1977 14

3. Distribution of Non-Credit Course Offerings, Fall 1977 20

4. Participation by Sex in Sampled Course Offerings in Four College Regions, Fall 1977 20

5. Part-Time Undergraduate Enrolment by Sex in B.C. Universities 42

6. Distribution of Non-Credit Courses Offered by B.C. Universities, Fall 1977 43

7. Distribution of Non-Credit Courses Offered by B.C. Colleges and School Districts, Fall 1977 46

SECTION 1

INTRODUCTION

The Ministry of Education of British Columbia requested a project to provide direction for policy development related to the educational needs of women in post-secondary institutions. This project addressed the question: how may post-secondary institutions provide more effective access for women?

Although an increasing number of women are enroling in British Columbia post-secondary institutions, a large proportion of potential learners are not. For those women who are attending, specialized services and resources are required to assist them to meet their educational goals. For those women who need and want further education but are not attending, programs to assist them to overcome institutional barriers and access post-secondary training are necessary.

This project focused on non-traditional forms of educational delivery because they provide one of the major ways in which women participate in post-secondary institutions and by which women access other traditional credit programs.

The purpose of this report is to make recommendations to the Ministry of Education for policy related to non-traditional delivery systems conducted by post-secondary institutions with reference to the needs of women.

1.1 Constraints

The request from the Ministry of Education was "to conduct a study on Educational Programs for Women in British Columbia". The first task was to decide what should be the focus within "educational programs". Non-traditional forms of delivery were selected. First, of the people participating, the majority is a non-traditional clientele (women). Second, non-traditional delivery systems offer the greatest potential for women to access post-secondary institutions.

The second task was to design, implement and report the project within the designated timeline (May 8, 1978 to June 30, 1978). This timeline permitted a review of secondary sources, extant literature and reports, on-site visits to three college districts, limited surveys of college activities using non-traditional formats (non-credit) administered by "Continuing or Community Education Divisions,"* and sample participation rates.

1.2 Project Organization

The project organization included a Project Team and a Project Advisory Committee. The Project Team was responsible for the design and implementation of the project. It consisted of:

Lillian Zimmerman	Convenor of Women's Studies Douglas College
and	
Marsha Trew	Co-ordinator, Women's Resource Centre, Capilano College

*For the purposes of this report, C.E. will include both "community" and "continuing" education.

The Project Advisory Committee reviewed the design, the report and subsequent recommendations. It consisted of:

Dorothy Clode,
Director of Adult Education,
School District # 66,
Lake Cowichan.

Dorothy Glass,
District Superintendent,
School District # 60,
Peace River.

Jo Lynne Hoegg,
Director of Community Education,
Continuing Studies,
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Anne Ironside,
Co-ordinator,
Women's Resources Centre,
Centre for Continuing Education,
University of British Columbia.

Adrienne Kemble,
Co-ordinator of the Counselling Centre,
Student Services,
Malaspina College,
Nanaimo.

Sharon Syrette,
Community Education Programer,
Fraser Valley College,
Mission.

1.3 Conceptual Framework

The task of this project was to make recommendations to the Ministry of Education on how post-secondary institutions may provide more effective access for a non-traditional clientele.

The two most common ways women participate in British Columbia post-secondary institutions are as part-time learners (enrolled in three or fewer courses) and/or as participants in non-credit activities (i.e. non-traditional forms of educational delivery).

The concept which connects "women as learners" with post-secondary institutions is educational access. This project focused on educational access because non-traditional forms of delivery are often entry points to other traditional credit programs, and these formats are particularly useful in meeting emerging needs of a non-traditional clientele.

1.4 Scope

The main questions addressed in this report were:

1. To what extent are women participating in post-secondary institutions?
2. In what ways are women participating in post-secondary institutions?
3. How may post-secondary institutions provide more effective access for women?

To answer these questions, the Project Team:

1. conducted a limited status survey of non-traditional forms of educational delivery for women, primarily non-credit activities offered by Divisions of Continuing Education and Student Services (Counselling in particular),
2. gathered information related to participation rates of women in post-secondary institutions, and
3. reviewed literature related to perceived educational needs of women.

1.5 Procedure

The following ways were used to collect information:

1. A review of literature related to perceived educational needs of women.

2. A review of demographic variables from the 1971 and 1976 census data.

3. On-site visits to three college districts. Those administrators available at that time were interviewed, as well as persons responsible for designing women's programs.

4. An analysis of colleges, universities and school districts' non-traditional forms of educational delivery (non-credit offerings as advertised in the fall 1977 brochures).

5. A cross-validation of the analysis of non-credit offerings.

6. Telephone surveys of Directors of C.E. and counselling programs to ascertain those activities not advertised in the fall 1977 Continuing Education brochures.

1.6 Definitions

For the purposes of this report a distinction is made between traditional and non-traditional kinds of women's programs. The following terms are defined to clarify this distinction.

Women's Access Program:

a variety of services including information (instruction) and specialized counselling to achieve at least two goals:

(1) to assist women to access the services and resources of the institution and its community,

(2) to assist the institution to modify any practice or policy which presents a barrier to women as adult learners.

A variety of delivery systems may be used, including: workshops, short courses, conferences, small support groups, drop-in counselling, library resources, inter-agency referrals, and distance education (e.g. mobile instruction, television).

Women's Program:

a generic term which may include Women's Studies and a Women's Access Program.

Women's Studies:

an academic discipline consisting of formal academic course work and research. It provides the analytical discussion of the issues related to the discipline. For example,

> Anthropology 150-Anthropology of Women - 3 Credits
>
> An application of the concepts of social anthropology to the analysis of the status and roles of women in a number of contrasted cultures and social classes throughout the world.

Non-traditional forms of educational delivery:

the two forms surveyed in this report are non-credit activities offered by Divisions of Community or Continuing Education and short courses or group programs (credit or non-credit) sponsored by Divisions of Support Services.

Non-traditional content:

information needed or especially appropriate to the emerging needs of women. For example, Assertiveness Training, Financial or Money Management, Leadership Training.

Traditional content:

information confined to sex-stereotyped women's activities. For example, Cake Decorating, Stretch and Sew, Typing Skills.

Non-traditional learning activities:

learning activities for women are opportunities which:

> are specifically for women, raising issues pertinent to them individually and at the community and societal level,
>
> create an atmosphere in which women can articulate their needs and express their concerns, and share the commonalities of their experiences,

provide information and opportunities for self-assessment and decision-making regarding present and future directions,

provide information and opportunities for goal-setting regarding futher education, training or employment,

offer continuing support services, at post-secondary institutions, and in the community.

1.7 Limitations

This report was subject to three major limitations.

First, this report recognizes the diversity of educational needs among women. Many women who are elderly, under-educated, handicapped, socially and/or geographically isolated, immigrants, or Native Canadians have special needs requiring curriculum development. Though this report outlines a process of program development for women in general, this process (outlined in Section 4) should encourage, if not require, curriculum or specific program development for these and other groups of women with special educational needs.

Second, this report recognizes the wide variety of important educational delivery systems and areas of concern that this project did not include. For example, the "Report of the Commission on Vocational, Technical, and Trades Training in British Columbia" (Goard Commission, 1977) documented the need for women to be included in many technical and trades training programs because they "are channeled and segregated into a narrow range of occupations that offer below-standard wages".[1] Though this is an important concern, time did not allow a status report on apprenticeship and pre-apprenticeship programs.

Third, this report recognizes the important role of B.C.'s universities and institutes in meeting the educational needs of women. However, this project does not report on them; time did not allow on-site visits, extensive interviews,

and complete collection of current participation rates. The complex nature of these institutions and the size of at least one required more time and effort. Examples of current programs and services for women provided by B.C. universities and enrolment figures are contained in Appendix 1. Section 4.4 suggests two areas in which universities may contribute to Women's Access Programs. These specialized areas are in addition to the process outlined in Section 4.

SECTION 2

WOMEN IN TRANSITION

The subject of this report is women. Unlike other populations, women are pervasive. They constitute 51% of Canada's people and include cross-sections of all socio-economic sectors and classes. Women's disadvantaged position has been amply documented in previous studies and does not need repetition.[2] Some women are doubly disadvantaged in that they encompass the handicapped, Native populations, ethnic groups, the elderly and the under-educated.

Changes which have occurred in society require, and will continue to require an increasing number of women to enter the labour force. The effects of the following changes have important implications for post-secondary institutions.

1. Cost of Living - it is becoming increasingly necessary for Canadians to supplement one-income earnings. Women work out of economic necessity. For example, in those families with children under six years of age and with working wives, 68.3% of the husbands worked for $10,000 or less (1971).[3]

2. Changes in Family Structure - whether by choice or circumstances more women are single in Canada. The number of women, 20 years and over who are single, separated, widowed or divorced was 31% of the female population in Canada in 1976.[4] The percentage of women as head of single parent families has risen from 73.6% in 1956 to 83.0% in 1976.[5] It is estimated that 43% of women who work are the sole support of their families. Many earn incomes below the poverty line.[6] In B.C. 82.7% of those families headed by single parents are headed by women.[7] The number of divorced females in Canada increased from 100,800 in 1970 to 183,500 in 1976 - a rise of 82%.[8] British Columbia has the highest divorce rate in Canada as of 1976.[9]

3. Control of Reproductive Functions - women are having fewer children. The number of children per family in Canada has decreased from 3.5 in 1921 to 1.9 in 1975.[10] The average age of a women when her last child attends school full-time is 35. Since Canadian women live to be 76 years of age, this means that women have 41 years of their lives for work, study or other activity.

4. Changes in the Labour Force - women spend 25 years or more in the labour force. The numbers of women participating in the labour force has increased from 39.7% in 1971 to 45.9% in 1977.[11] Fifty seven point one (57.1%) percent of the female labour force in 1974 were married women.12

   Between 1966 and 1977, the participation rate for women in B.C. "has continued to increase virtually through all age groups." 13 B.C. ranks third among the provinces. In 1966 women's participation in the B.C. labour force was 34.6%; in 1977 it was 45.9%.[14]

   Women are leaving the labour force for shorter periods of time and there is a trend towards not leaving at all.[15]

   However, as noted in the Armstrong and Armstrong study, "despite the staggering increase" of women in the labour force, women are still clustered in sex-segregated occupations (mainly clerical and service) which are low paying[16] Occupational segregation has remained virtually unchanged.[17] Sixty four percent (64%) of total women's employment in 1971 was in 20 occupations out of 500. Women who worked for a full year in 1972 had average earnings of $5,166 while men working for the same period averaged $9,455.18

5. The Effects of the Women's Movement - this has had significant effects on numbers of women and has altered their perceptions of their current lives. For many it has raised expectations for self-actualization and greater independence.

The changes which are occurring in the lives of women create demands for an increase in the repertoire of skills to enable them to participate more fully in the labour force. Many women are ill-equipped and ill-prepared to recognize, plan and prepare for a new and necessary world of work and study. Balancing the responsibility of both home,work and study means acquiring effective management skills. Women who have been homebound for years or who are sole-support mothers have few marketable skills and low self-esteem. Society as a whole does not benefit from their under-utilized and under-developed contributions.

Those women who are working in sex-segregated and low paying jobs will need new skills and opportunities for upgrading. As noted by the Goard Commission "Women continue to be excluded from many technical and trades training programs and are channeled and segregated into a narrow range of occupations that offer below-standard wages."[19] The streaming into constrained occupational

choices for women is still active. The British Columbia Post-Secondary Education Enrolment Forecasting Committee found:

> "Career choices of students are also considerably different between female and male students as evidenced from two years' surveys. Female students tend to choose traditional female occupations such as clerical/secretary, teacher, or social work/health profession..." [20]

Educational institutions are inheriting a clientele in-transition. Increasing numbers of women see accessing educational and training opportunities as an intervention to deal with the new requirements. Non-traditional responses and educationally innovative opportunities for women learners are required.

SECTION 3

POST-SECONDARY INSTITUTIONS: RESPONSES TO THE EDUCATIONAL NEEDS OF WOMEN

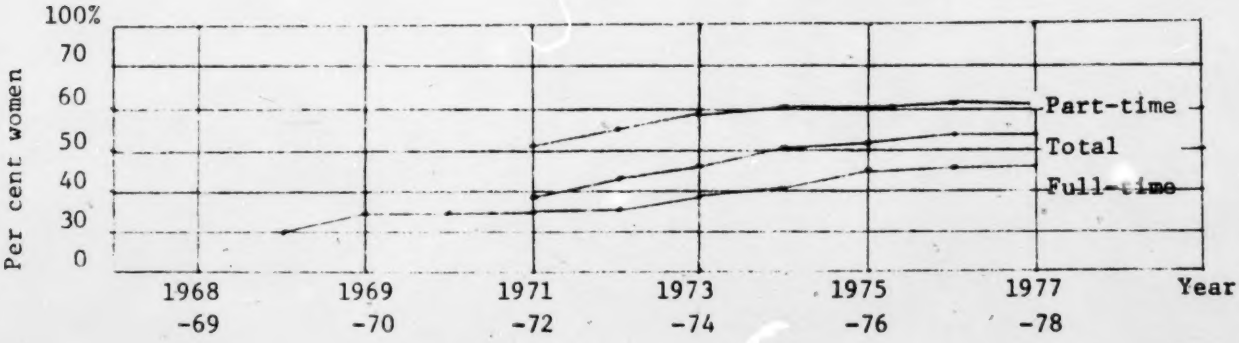
3.1 Changing Enrolment Patterns

Post-secondary institutions are repositories of skills, information and services. These educational opportunities are perceived to be important by women. Recent trends in participation rates document this awareness.

1. Last year (1977-78) women constituted 54.4%[21] of the non-vocational students in B.C. colleges and institutes.
2. Over the past four years, the trend to increased participation by women is evidenced. Table 1 documents this trend:

Table 1

Women as a Percent of Academic and Career/Technical Enrolments at B.C. Community Colleges and B.C.I.T., 1968 to present



Source: Educational Data Services, B.C. Ministry of Education, (1977-1978).22

Women's participation at a time of decreasing enrolment has been important to post-secondary institutions. As Picot noted "Without the increasing number of women choosing to attend colleges and universities in the 1970's, Canada's overall post-secondary participation rate would have fallen."[23] Traditionally, it has been younger people who have been accessing post-secondary training. A recent phenomenon has been the increase of part-time women learners who tend to be older than traditional full-time students. (Table 2)

Table 2

Percentage of Women by Age Enrolled in Academic and Career/Technical Programs in B.C. Community Colleges & B.C.I.T.: October 31, 1977.

	Age					
	17 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40+
Students						
Part-time*	13.7	23.4	18.4	15.9	10.2	18.4
Full-time**	50.4	32.8	7.9	3.8	2.4	2.7

* Median Age = 28

** Median Age = 19

Source: Educational Data Services, B.C. Ministry of Education (1977-1978)[24]

Because of their age, part-time status and large numbers, this population may be viewed as non-traditional.

Post-secondary institutions in North America have been characterized by traditional educational approaches. However, the demands of adult learners whose needs could not be accommodated within traditional structures have resulted in the development of non-traditional approaches. In pioneering such far-sighted concepts as recurrent education, proponents of life-long learning have assumed the mandate of making traditional educational institutions available to adult learners with non-traditional needs. Women have benefited from this development. However, it is clear that further modifications are required.

A three-pronged approach to this process was advocated in "Learning To Be, The World of Education, Today and Tomorrow" (Faure Commission, 1972). This approach proposed:

> "...modification, transformation of existing institutions; conception and establishment of new institutions; and 'de-institutionalizing' or 'deformalizing' of a portion of the educational activities, and a search for non-institutional methods."[25]

Non-traditional approaches to learning are a response to social change, but they also facilitate change. The relationship of these approaches to women learners has been clearly documented in UNESCO's Recommendation on the Development of Adult Education.[26]

It should be recognized, however, that the increase in women's participation does not necessarily mean that their needs are being met, or that sufficient access to post-secondary institutions is available to women who are potential learners. These observations are documented in the literature (Section 3.2 and 3.3 and in the assessment of providers' opinions of programs (Section 3.42).

An examination of the barriers inhibiting women from continuing their education led Willis to conclude:

> "...while there has been a great proliferation of educational programs geared to women, there has been virtually no change in the provision of educational services necessary in order for a woman to access learning in the first place."[27]

To assess needs and barriers concerning women learning at post-secondary institutions, a review of the literature was made.* This review revealed a paucity of Canadian studies pertaining to the educational needs of women, especially the problems associated with learners returning to school. Seven studies were included for this report.

They are summarized in two categories:

Perceptions of barriers by providers of programs for women

Perceptions of goals, needs and barriers by learners and providers.

*An ERIC search was conducted, May, 1978.

3.2 Perceptions of Barriers by Providers of Programs for Women.

In one 1977 study, Willis surveyed women programers across Canada.[28] The returns from British Columbia were summarized in two categories: Rural British Columbia and Vancouver and Victoria. The findings are listed in order of importance:

Rural B.C.	Vancouver/Victoria
Lack of re-training and re-entry programs	Lack of adequate counselling, career guidance, and career planning services
Lack of life skills, value clarification and confidence building courses	Lack of adequate babysitting and child care or financial help for same
Lack of adequate counselling, career guidance and career planning services	Lack of re-training and re-entry programs
Lack of flexible hours for programs, i.e., part-time programs in the day	Lack of life skills, value clarification and confidence building courses
Lack of adequate babysitting and child care, or financial help for same	Lack of financial help for part-time students and women on family benefits
Lack of financial help for part-time students, and women on family benefits	Lack of adequate information or co-ordination of information, especially on education, women's employment, legislation, availability of support services
Lack of adequate information or co-ordination of information, especially on education, women's employment, legislation, availability of support services	Lack of adequate career counselling in public schools, especially in the area of non-traditional careers
Lack of adequate career counselling in public school especially in the area of non-traditional careers	

3.3 Perceptions of Goals, Needs and Barriers by Learners and Providers.

A review of the literature revealed six studies each of which focused on different clients. These were selected because they covered distinct sub-populations:

- Community women not presently participating in post-secondary institutions
- Mature urban students
- Rural women with limited means
- Sole support mothers
- Women learners presently attending post-secondary institutions.

Krakauer's[29] study of community women not presently participating in existing college programs found that the respondents'most frequently stated goal was for part-time opportunities to study. Other goals included opportunities in credit programs and non-credit programs. Educational needs included personal development, professional development, vocational, academic and up-grading opportunities. Barriers identified were a lack of daycare, "sensitive" counselling services, flexible programing timetables, and job re-entry programs.

Steele's[30] study of mature urban students found that most respondents' goals were for personal enrichment, preparation for new careers, increased skills for existing jobs and preparation for employment. The most serious needs indicated by Steele's respondents were for good study skills and adequate counselling. Barriers included unavailability of off-campus courses and flexible attendance requirements, inadequate financial assistance (especially for one-parent families), lack of child care, transportation and information about support services.

A study by Richard[31] on rural women with limited education and finances, showed that respondents' goal for self-esteem was seen as important to any academic involvement. They needed adequate time to participate and expressed anxiety about learning. They were also concerned about role and family conflicts. Other identified needs were for financial assistance, child care and study skills. The lack of counselling services and re-entry programs were emphasized.

A study on sole support mothers in Toronto was made by Vander Voet.[32] Identified needs were for day care, financial assistance for part-time day care and counselling located in the community. Need for information about training and re-training and a concern that educational institutions be more concerned with

welfare recipients and assist them in developing self-esteem were also noted. Barriers included the reluctance of instructors to admit women to non-traditional occupational courses.

Mature women in Alberta were compared with younger students by Ladan and Crooks.[33] The most significant goals for mature women were for self-fulfillment and a sense of identity, involvement outside the home (particularly for employment) and education. A minor interest in volunteer work was found.

The specific need for counselling to assist in dealing with role conflicts and with lack of confidence were expressed concerns of the mature group returning to study.

Brandenberg[34] studied women learners' perceived barriers to their participation. The learners' primary needs were lack of study skills and counselling. Barriers identified were program procedures, lack of support services and institutional policies which tended to discriminate against women returning after many years. Other barriers noted were lack of financial assistance, especially for part-time women learners whose husbands and families did not support their educational aspirations. Both learners and providers rated the personal goals of self-esteem and self-fulfillment as major needs of women. The learners sought educational goals in areas of life and career planning, and achievement of independence and preparation for employment. Counselling appeared consistently as a needed institutional service for women: life counselling, educational counselling and career counselling.

It is clear that women are currently attending post-secondary institutions in greater numbers. While some may be meeting their goals satisfactorily, these studies indicate that for many others much more is needed, both within the institution and to access the institutions. That so few Canadian studies are available suggests a lag between the presence of this non-traditional clientele and recognition of their needs. Further research is necessary:

(1) to assess the needs of this increasing non-traditional clientele at post-secondary institutions, from the perspective of learners and providers, and

(2) to examine existing barriers which inhibit others from accessing learning opportunities.

3.4 Status Report: Non-credit Activities for Women at B.C. Post-Secondary Institutions.

This section reports on one way in which women are participating in non-traditional forms of educational delivery at post-secondary institutions. It has two components:

- a report of non-credit activities offered by Divisions of Continuing Education or Community Education at post-secondary institutions, as advertised in those divisions' brochures, fall 1977.
- a report of perceived needs and barriers by adminstrators and/or persons who engage in programing for women at these institutions.

In this way, an indication of the status of non-credit activities for women is provided. The report is not intended to be comprehensive. The limitations are listed in Appendix 2.

3.41 A Report on Non-Credit Activities

To provide an indication of the status of non-credit programs for women in the province, brochure offerings were categorized and tabulated. To ascertain the degree to which non-credit activities provided non-traditional instruction to meet the emerging needs of women, a taxonomy was developed to divide the courses on the basis of their content into four categories (Appendix 3)

This taxonomy represents content areas that appeared to be in one of the following categories:

Categories	Examples
Traditionally Male	Fly Cast Fishing Fundamentals of Supervision Diesel Maintenance
Traditionally Female	Typing Skills Stretch and Sew Cake Decorating

Categories	Examples
General Interest	Bridge Conversational Language Ballroom Dancing
Non-traditionally female	Auto Mechanics for Women Women and the Law Explorations for Women

Table 3 shows the total number of course offerings in each category.

Table 3

Distribution of Non-Credit Course Offerings, Fall, 1977

	Traditionally Male	Traditionally Female	General Interest	Non-traditionally Female	Total
No. of courses	1189	1381	3924	137	6631
Percent	17.9	20.8	59.2	2.1	

Appendix 4 contains further information for each College and School District.

To check the face validity of the taxonomy, participation rates in each category by sex from four college regions were calculated. A random sample of 30% of the activities from each category was drawn. Table 4 shows the participation by sex in sampled course offerings.

Table 4

Participation by Sex in Sampled Course Offerings in Four College Regions, Fall, 1977

	Traditionally Male	Traditionally Female	General Interest	Non-Traditionally Female
Female (%)	14.4	90.2	72.4	100
Male (%)	85.6	9.8	27.6	0

Appendix 5 contains further information for each selected College and School District.

The following conclusions may be drawn:

1. The majority of these activities focus on content which is either Traditionally Female or General Interest.

2. If the participation rates calculated to test the face validity of the taxonomy are indicative of participation in all such offerings, then a large proportion of the enrolment in these courses is women.

3. The survey was based on non-traditional delivery systems. Within these, only two percent (2%) of the content area was identifiable as Non-Traditionally Female. It may be inferred therefore, that a wide range of educational needs of women are not being addressed.

Participation rates in the two categories designated as Traditionally Female and General Interest are very important. They provide needed recreation, traditional skills and self-fulfillment in those areas. Many women who are socially and/or geographically isolated (most particularly in non-metropolitan areas) benefit greatly from such non-credit opportunities.

However, to meet the emerging educational needs of women, more learning activities with non-traditional content are required from post-secondary institutions. These are the learning activities which provide women with opportunities to gain information and skills required for life-planning, employment, independence and wider options. These courses should be learning activities which:

1. are specifically for women, raising issues pertinent to them individually and at the community and societal level

2. create an atmosphere in which women can articulate their needs and express their concerns, and share the commonalities of their experiences

3. provide opportunities and information for self-assessment and decision-making regarding present and future directions

4. provide opportunities and information for goal-setting regarding further education, training or employment.
5. offer continuing support services, at post-secondary institutions, and in the community.

Some exemplary opportunities for women to access post-secondary institutions are illustrated in case studies in Appendix 7.

3.42 A Report on Perceptions by Administrators and Providers

This section reports on the perceptions of needs and barriers of women learners by administrators and/or persons engaged in programing, including counsellors. It is based on interviews conducted during the on-site visits to non-metropolitan and metropolitan areas, and by telephone polls (Appendix 6).

There are a few exemplary programs in post-secondary institutions in B.C. Some administrators display positive attitudes towards the requirements of women as learners with special needs. In a number of instances, these are recognized in explicit or implicit policies. In cases where no policy exists there is some recognition that insufficient programing for women exists. A number of administrators are currently developing proposals for further access for women learners.

However, many administrators tend not to distinguish between courses attended by women and courses designed for women. Their perception is that courses are "open to all" and an often repeated observation is that "the bulk of our non-credit clients are women". These estimates range from 70% to 80%. (However since enrolment records by sex are not consistently kept for non-credit offerings, these remain estimates only). It is therefore assumed that because many women attend, their needs are being adequately met.

Perceptions of needs and barriers vary widely among administrators, and between them and persons actively programing access opportunities for women. In some instances persons programing termed the needs as "overwhelming". These included reference to specific sub-populations such as immigrant women, single parents, housebound women and low income earners. In particular, the needs of women in rural areas are reported as vast, especially in the North where women

are isolated, have low levels of skills, and where family violence, alcoholism and mental health are urgent problems. (These were seen as needs in metropolitan areas as well). Specific needs cited were for more opportunites for study skills, coping skills, life-planning, re-entry programs, confidence building, preparation for employment, and more part-time opportunities for women in both traditional and non-traditional career technical programs. Financial assistance for part-time students was a need expressed many times, as well as for child care and support services.

The providers indicated that some programing is occurring which does not appear in reported or advertised activities. The providers initiate community outreach when time and resources permit (lectures, workshops, discussion groups etc.) or respond when programs are initiated and requested by community groups. Attendance at such programs has, for the greater part, been excellent. Providers expressed a need for more resources, funding and support both for community outreach and institutions' offerings.

On the basis of these interviews and telephone polls, the following conclusions were drawn:

1. Women are responding to a variety of non-credit activities presently offered.

2. While there are exemplary programs for women and some positive recognition of the need for accessing learning opportunities for women, the bulk of the enterprise is ad hoc, peripheral and fragmented.

3. The initiative for much of the learning opportunities for women has been generated externally - from the community, and internally - from a small number of persons in the institutions with a commitment to this area.

4. Where programing for women exists, there are few institutions which have clear policies, or which have provided a sound institutional base. The programing which occurs is often based on good-will, and the efforts of commited persons. Their accomplishments have been extraordinary. This indicates that learning opportunities for women are not a high-priority area, despite the fact that women learners are estimated to constitute a significant proportion, if not the majority of enrolees, and that they respond to non-traditional opportunities.

5. Few systematic or adequate needs assessments have been undertaken to ascertain requirements for needed programs and of special needs of women learners.

SECTION 4

A NON-TRADITIONAL APPROACH TO A NON-TRADITIONAL CLIENTELE

If the educational needs of the majority of post-secondary institutions' clientele are to be met, it is clear that non-traditional approaches are necessary. Implicit in this thesis is the necessity for change. Even though several innovative approaches have been attempted throughout many of Canada's post-secondary institutions, Willis concluded, on the basis of a 1977 national survey, that significant change has not occurred; "change that would automatically integrate the services which women need in order to learn"[35] has not taken place.

Any proposed innovation or non-traditional approach should be implemented in full recognition of past experience which clearly indicates some of the potential areas of difficulty.

The most common areas of difficulty noted both in the literature[36] and in Section 3.3 of this report are:

(1) lack of institutional commitment,

(2) a prevailing attitude of many administrators that women's programs are peripheral or a frill, and

(3) lack of adequate resources (financial and staff).

This report recognizes the autonomy of all post-secondary institutions. It also recognizes the diversity of resources, administrative structures and clientele. It is within this context that the following guidelines for implementing Women's Access Programs is recommended. Each post-secondary institution may implement it to varying degrees.

4.1 Recommended Guidelines for Implementing Women's Educational Access Programs in British Columbia Post-Secondary Institutions.

There are three sequential components to the recommended guidelines for implementation.

1. The Role of the Ministry of Education (4.2)
2. Guidelines for an Institutionally Based Women's Access Program (4.3)
3. A Women's Access Program: A Working Definition (4.4)

4.2 The Role of the Ministry of Education

The Ministry of Education should, in recognizing the educational needs of women, formulate policies and assign those policies a high priority. This priority should be demonstrated by implementing the following steps:

a) Designate Women's Access Programs as a legitimate, continuing part of all post-secondary programs.

b) Assign the position of Provincial Co-ordinator to the program. Employ a permanent, full-time person to co-ordinate and assist in the development of needs assessments and programs generated by post-secondary institutions, to assist in the on-going evaluation of implemented programs, and to assist institutionally based persons (e.g. design and arrange in-service programs). This person should be highly qualified.*

c) Establish a Provincial Program Review Committee to advise the Ministry of Education on the progress of implementing, maintaining and improving Women's Access Programs and to offer assistance to the Provincial Co-ordinator. The Committee should be composed of five to seven women who are currently employed in positions in which they have directly either designed, implemented and/or evaluated a women's program, or served on a similar committee with similar tasks, or who have current expertise on the changing role of women. Colleges, universities, school districts, and institutes should be represented on this Committee.

The intended outcome of this component is for the Ministry of Education to recognize and fully integrate Women's Access Programs into the Ministry's organizational structure.

4.3 Guidelines for an Institutionally-Based Women's Access Program.

Each institution planning to implement** a Women's Access Program may wish to proceed along the following lines. In reviewing these guidelines some institutions may require additional funding. Proposals for a Women's Access Program including requests for funds may be formulated on the basis of the following guidelines:

* Qualifications should include a degree in a related field, post-graduate training in research and program evaluation, extensive experience with women's programs in post-secondary institutions and experience in research and program evaluation.

** Some institutions have, to varying degrees, instituted a Women's Access Program. The Program Review Committee should assess each institution's proposal taking into account which guidelines have already been implemented.

a) Establish a Women's Access Program Committee composed of women representing faculty, students and members of the community.* The Committee's function would be advisory to all aspects of the program including participation in hiring a program co-ordinator, reporting to the Provincial Program Review Committee and in the formulation of program goals and objectives.

b) Employ a full time** co-ordinator whose tasks are to:

   (i) conduct a needs assessment of both community women and institutional practices (e.g. admissions policies, availability of student services, support groups, financial aid, curriculum, etc.), and

   (ii) review the institution's organization to recommend how a Women's Access Program can be included in the administrative structure.

c) Allocate resources adequate to begin a program (i.e. to conduct a needs assessment and formulate goals and objectives), including:

   (i) a budget for operating and capital costs including appropriate physical facilities.

d) Establish a temporary administrative structure including:

   (i) a co-ordinator who reports to the chief executive officer and meets regularly with the Women's Access Program Committee, and

   (ii) a Women's Access Program Committee who offers advice to the co-ordinator.

* "Members of the community" may include women from relevant community agencies or groups. In colleges and institutes, staff representatives may be appropriate.

** In most institutions, it is extremely important that these tasks are deemed important enough to employ a person full-time. Part-time attention introduces a constraint which will ultimately defeat this process. However, some B.C. colleges with a small number of faculty and very limited resources may not be able to allocate a full-time position. In such instances, these institutions may wish to make appropriate requests in their proposals.

The intended outcome of this process is to formulate a Women's Access Program based on an adequate needs assessment of community women and institutional practices which is appropriate to the institution, (its goals and organization) and fully integrated as an important program. Implementation may require additional funds. The Ministry of Education should allocate resources to assist post-secondary institutions in implementing these Women's Access Programs. The Ministry of Education should be available to assist and advise on program development for each institution.

Women's Access Programs will vary for several reasons. First, the educational needs of women will vary. The "Report of the Distance Education Planning Group" noted that "there are significant differences in the regional demographic characteristics of British Columbia."[37] Socio-economic indicators will obviously have an impact on educational demand.

Second, each institution will be organized differently and have different policies and practices. Such differences will be reflected in the objectives of Women's Access Programs. A review of an institution's practices will uncover some worthwhile innovations not commonly adopted throughout British Columbia. For example, Simon Fraser University's drop-in child minding services, and Douglas College's curriculum laddering in the Health Services Division which allows students to apply each program module to a more advanced training program.

Third, community resources will vary. For example, several communities have Women's Centres funded primarily by the Secretary of State (Appendix 8) and other community agencies and groups. Women's Access Programs should take into account these agencies' objectives and functions, to avoid duplication of services. Appendix 9 details an example of the concern of a community agency explicitly related to this report.

4.4 A Women's Access Program: A Working Definition

This section includes some essential components of a Women's Access Program (4.41) and examples of both content and delivery systems to achieve program goals (4.42).

4.41 Essential Program Components

Essential program components include a statement of goals and objectives, a planning and evaluation strategy, and an organizational approach that would successfully integrate the program within the institution.

a) Goals and Objectives

A Women's Access Program should have at least two goals:

(1) to assist women to access the services and resources of the institution and its community,

(2) to assist the institution to modify any practice or policy which presents a barrier to women as adult learners.

The objectives and priorities assigned to each goal should be a product of a needs assessment of community women and of the institution's policies and practices.

b) Planning and Evaluation

The Program Co-ordinator, in consultation with the Women's Access Program Committee, should develop planning strategies. A formative evaluation plan should also be developed, with assistance from the Provincial Co-ordinator and the Program Review Committee.

c) Alternative Organizational Approaches

The way in which a Women's Access Program may be integrated into an institution depends not only on the organizational structure of the institution but also on how the program itself is organized. Some possible approaches include:

(1) a Women's Program Division (comparable to a Counselling Division), directed by a co-ordinator, and housed in an Instructional or Student Services Division. (Possible services for this approach as well as those that follow are listed in the Section 4.42).

(2) a Women's Resource Centre (comparable to a Career Resources Centre or Learning Assistance Centre), directed by a co-ordinator, and housed in an Instructional or Student Services Division. A Women's Centre may be located on campus or in the most likely area to serve client needs.

In large geographical areas, several small storefront offices may be established in conjunction with or added to existing agencies such as family services, community based Women's Centres, Y.W.C.A.'s or libraries. In these cases, one or more persons may extend the services of the institution on a part-time basis.

(3) A Director of Women's Access Programs (comparable to an instruction's Director of Planning, C.E., or Training in Business and Industry).

4.42 Content and Delivery Systems

The content of a Women's Access Program consists of the services it offers to meet stated goals and objectives. Selecting from the services listed in this section, and determining how they are implemented will depend on the needs assessment, the institution, and those resources available in the institution.

4.42a Goal 1: Access

This part of Section 4.42 identifies two of the major service areas which may be required and some of the ways in which services may be delivered to meet the first goal:

> to assist women to access the services and resources of the institution and its community.

There are two major service areas. These service areas and delivery systems are directed toward women learners in general. Programs for specific subgroups (such as native women, immigrants, single parents, senior citizens) should be developed and piloted within each institution. The Provincial Co-ordinator should encourage and support this kind of curriculum development and disperse the results to all institutions' programs.

One of the major service areas is offering information.

a) Information

(1) Information on educational opportunities (e.g. academic,* career/vocational programs) should be readily available.

Information could be in the form of a workshop, an open-house, brochures, media presentations, and/or meeting and speaking to community groups.

(2) Information for development of self-reliance i.e. those skills most women do not traditionally acquire (e.g. assertiveness training, small group discussion, public speaking, leadership training, basic auto mechanics, small appliance repair, financial management, and budgeting).

Educational delivery could include workshops, short courses, formal courses and library materials. The Open Learning Institute could be instrumental in delivering these services.

(3) Information for personal development (e.g. how to deal with stress, building self-confidence, risk-taking, supervisory skills, management skills and citizen advocacy skills).

Information could be in the form of workshops, short courses, formal courses and library materials.

(4) Information on decision-making and life-planning, i.e. how to formulate goals, priorize objectives, construct a plan to meet goals and locate necessary resources.

These may be delivered by using workshops conducted on a large scale, small group workshops, media presentations, and library resources.

(5) Information on educational re-entry (e.g. how to do it, what is required, and how to persist) An example of this kind of program is described in Appendix 10.

Relevant delivery systems may include workshops, short courses, media presentations, and library materials.

*Courses in Women's Studies may be especially appropriate since they provide an academic discipline supporting many of the theoretical constructs upon which much of this program is based.

The second major service area is specialized counselling.

b) Specialized Counselling

(1) Personal counselling. The need for specialized counselling in this area is well documented.38 This is one of the most crucial services to women adult learners. Counsellors offering this service should have expertise, specialized training and/or be familar with the growing amount of research and theory development in this area.

(2) Emotional support to assist women in resolving role conflicts, home-study conflicts, familial stress, and anxiety associated with returning to and competing in a school environment.

This service may be delivered by counsellors (with special training and experience) in a one-to-one situation or in small groups.

(3) Career development which assists women to select non-traditional educational programs and careers. Women must be informed that career choice should be based on interest and ability, not on sex-stereotyped occupations.

Delivery of this service may be one-to-one counselling, group counselling, media presentation,and small or large workshops.

4.42b Goal 2: Policies and Practices

This part of Section 4.42 addresses the second goal. The way in which a Women's Access Program plans to meet the second goal:

> to assist the institution to modify any practice or policy which presents a barrier to women as adult learners

should be based on the results of the assessment of institutional practices. Since each institution's policies and practices vary, this report may only suggest areas of potential concern. Reducing any potential institutional barriers will necessarily be determined locally. However, the Provincial Co-ordinator and the Program Review Committee should be available to offer advice and support to each program.

The following list contains examples of practices and policies which may encourage women as adult learners:

1. actively encouraging women to consider wider educational and career options (especially non-traditional career and vocational programs).
2. flexible hours for programs (e.g. part-time programs during the day).
3. financial aid for part-time students (e.g. active intervention for women to obtain support from other agencies).
4. child minding offered on a drop-in basis.
5. flexible admission requirements for career programs (e.g. admission for part-time students).
6. availability of credit for life experience.
7. provision of study skills, learning assistance, refresher and re-entry programs.

Institutions implementing a program in these two areas (4.42) using the process previously outlined in Section 4 require specialized resources for research, evaluation and program development. Such resources are dispersed throughout colleges, universities, institutes, and school districts. However, B.C.'s universities may make significant contributions by providing personnel in these areas.

For example, resources for research and evaluation may be provided to examine policy issues or to develop and evaluate programs for special populations (immigrants, the elderly,etc.). Resources may be provided to assist in the development of needs assessments. University of British Columbia is noted for their faculty who have specialized in this area.

Another example is the provision of resources for professional development for program planners. Institutionally based persons could benefit from courses and seminars in several areas.

Courses and workshops in those subject areas in which universities specialize could also be offered. The growing amount of literature in counselling and career development for women could be the subject of several courses for counsellors.

SECTION 5
CONCLUSION

Women are a non-traditional clientele for post-secondary institutions. This population has not had sufficient access to information, skills, and services required by the changing lives of women. The requirements of women are compelling; these will likely continue as will the demands they generate for educational institutions.

If sufficient access is available at post-secondary institutions, the accommodations outlined in this report will in time, become regular institutional practice. When this occurs, the institutions will have adapted to the needs of this new and non-traditional population - a group which is a sizable proportion of the populations the institutions are intended to serve.

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APPENDIX 1

THE UNIVERSITIES: OVERVIEW OF CURRENT PROGRAMS FOR WOMEN AND PART-TIME UNDERGRADUATE ENROLMENT

A major limitation of this project was the inability to adequately report on the universities in British Columbia.

The following are examples of current programs and services available to women learners at the universities. They are highlights and are not intended to be a comprehensive list of non-traditional offerings for women.

University of British Columbia

The Dean of Women's Office has initiated a Career Orientation Program for women that includes Career Counselling, Workshops, an Internship Program for women students in non-traditional occupations (e.g. Forestry) and Career Panel Programs. (With particular emphasis on re-entry for mature women). These programs have been very successful. A respondent in the Dean of Women's Office estimated that thirty percent of the student population is over thirty years of age and of these, one third are single parent mothers.

The Women's Resources Centre of the Centre for Continuing Education is located off-campus and offers counselling and referral services for women, short courses, workshops and life-planning skills. In the fall of 1977, at least sixteen courses were offered; attendance has been high. In addition, the Centre staff act as resource persons for other institutions and community agencies.

There is an on-campus Women's Centre in the Student Union Building which is currently engaged in a literature search on career counselling, career entry and re-entry programs for women.

Simon Fraser University

The Division of Continuing Studies specializes in Women in Management. In the fall of 1977, it offered courses on Budgeting, Finances, Team Building, Leadership, and Communication Skills.

The Counselling Service offers Career Planning, Assertiveness Training and discussion groups each semester. Non-credit workshops have been offered for community women, and counsellors act as resource persons as well.

There is a large formal Women's Studies Program which offers a Minor Degree in Women's Studies. This summer, 1978, Women's Studies is currently offering several non-credit courses for women.

University of Victoria

Several courses for women were offered by the Counselling Centre and the Division of Continuing Education in fall, 1977, such as Coping with Stress and Self-Explorations Seminars for Women. As well, workshops for Women in Management and Changing Women in Changing Worlds have been offered. The University of Victoria works with Prime Time, an agency concerned with women in their middle years and in conjunction with them have offered Women and Health, and Women in Middle Age, which included testing and interviews. The response has been very good. A counselling respondent stated that there are more requests for services every year, by and for women.

Tables 5 and 6 contain information related to B.C. universities. These tables are comparable to Tables 1 and 3 containing information related to B.C. colleges and institutes.

Table 5

Part-Time Undergraduate Enrolment by Sex in B.C. Universities

	1975		1976		1977	
	Male	Female	Male	Female	Male	Female
Simon Fraser University	1033	1012	1196	1294	1269	1477
University of British Columbia	1250	1990	1115	2084	1180	2118
University of Victoria	615	1049	630	1159	686	1267

Source: Educational Data Services.

Table 6

Distribution of Non-Credit Courses Offered

by B.C. Universities, Fall 1977

	Traditionally Male		Traditionally Female		General Interest		Non-Traditionally Female		Total
	No.	%	No.	%	No.	%	No.	%	
Simon Fraser University	1	3.1	1	3.1	25	78	5	15.6	32
University of British Columbia	-	-	6	3.3	158	87.8	16	8.9	180
University of Victoria	2	3.2	4	6.4	56	90.3	-	-	62
TOTAL	3	1.1	11	4.0	239	87.2	21	7.7	274

APPENDIX 2

LIMITATIONS OF ANALYSIS

I Brochures

1. Brochures for the Fall 1977 were selected as containing the most comprehensive listing for the year. Not all brochures were available - approximately five were missing for the Province.

2. These brochures do not show courses which were arranged after printing deadlines.

3. The brochures do not show some courses which are arranged and offered in conjunction with other agencies.

II Content

Problems arising with Continuing Education credit/non-credit categories:

1. Some courses are categorized differently by institutions, e.g. Career Explorations for Women is offered by Student Services Division at Douglas College for credit, while at Capilano College, this is a non-credit activity.

2. At some colleges, courses are advertised in Continuing Education brochures if they are offered after 6 p.m. These include University Transfer Credit courses.

3. Adult Basic Education offerings were excluded. These courses are offered by different Divisions: Vocational, Continuing Education, Academic or Student Services. Furthermore, they are considered formal as they have an evaluation procedure.

   Employment Orientation for Women is clearly a valuable non-traditional activity both in content and the delivery system. There were 27 E.O.W. courses during 1977-78 at nine colleges and the Pacific Vocational Institute. This program is also administered under various Divisions and, for this reason, was considered outside the scope of this report.

4. Some courses are listed as leading to certification (e.g. Air Brake Mechanics) but students may take them for self-interest only. Therefore, they were included in the tabulation.

5. Some brochures co-list offerings with colleges, school districts, and Parks and Recreation. School Districts have more formal co-ordination in non-metropolitan areas; in the metropolitan areas the arrangements are informal. Tabulations were made according to present continuing education administrative structures as represented in the brochures.

APPENDIX 3

BASES FOR DEVISING A TAXONOMY

Bases for devising a taxonomy:

1. Traditionally Male Courses:

   where a student receives information/skills in an area usually defined as a male activity or interest e.g. Fly-cast fishing, Diesel maintenance, Fundamentals of Supervision.

2. Traditionally Female Courses:

   where a student receives information/skills in an area usually defined as a female activity or interest e.g. Macrame, Typing, Stretch and Sew, Cake Decorating.

3. General Interest:

   where a student receives information/skills in an area usually considered of interest to both males and females e.g. Ballroom dancing, Bridge, Conversational Language.

4. Non-Traditionally Female:

   where a female student receives information not normally included in traditional courses, or skills not usually acquired in traditional courses e.g. Auto Mechanics for Women, Exploration for Women, Women and the Law.

APPENDIX 4

Table 7

DISTRIBUTION OF NON-CREDIT COURSES OFFERED BY B.C. COLLEGES AND SCHOOL DISTRICTS, FALL 1977

Colleges and School Districts	Traditionally Male		Traditionally Female		General Interest		Non-Traditionally Female		Total
	No.	%	No.	%	No	%	No.	%	
Camosun College(S.D. # 61)	115	31.7	51	14.0	195	53.7	2	0.6	363
School District # 62	3	6.5	14	30.4	28	60.9	1	2.2	46
School District # 63	10	16.4	14	23.0	36	59.0	1	1.6	61
School District # 64	3	4.6	9	13.8	50	77.0	3	4.6	65
Capilano College	5	4.9	9	8.7	78	75.7	11	10.7	103
School Districts # 44 & 45	29	10.6	46	16.8	196	71.8	2	0.7	273
School District # 48	13	12.9	18	17.8	69	68.3	1	1.0	101
Cariboo College (School Districts # 24, 26,27,29,30 & 31)	18	27.7	13	20.0	33	50.8	1	1.5	65
School District # 17	2	10.0	4	20.0	12	60.0	2	10.0	20
College of New Calendonia (School Districts # 55, & 56)	67	33.7	24	12.1	104	52.3	4	2.0	199
School District # 28	35	21.6	29	17.9	97	59.9	1	0.6	162
School District # 57	12	14.3	24	28.6	48	57.1	-	-	84
Douglas College	17	14.4	21	17.8	68	57.6	12	10.2	118
School District # 35	25	17.0	31	21.1	89	60.5	2	1.4	147
School District # 36	54	18.4	71	24.2	159	54.3	9	3.1	293
School District # 37	36	16.9	47	22.1	128	60.1	2	0.9	213
School District # 38	33	20.4	44	27.2	85	52.5	-	-	162
School District # 40	21	11.6	41	22.7	117	64.6	2	1.1	181
School District # 41	39	16.0	42	17.3	152	62.6	10	4.1	243
School District # 43	31	10.4	68	22.9	195	65.7	3	1.0	297
East Kootenay Community College (School Districts # 1,2, 3,4 & 18)	30	20.7	42	29.0	70	48.3	3	2.1	145
Fraser Valley College Eastern Region	27	14.1	38	19.9	121	63.4	5	2.6	191
Fraser Valley College Western Region	33	14.1	52	22.2	146	62.4	3	1.3	234
Malaspina College (School Districts # 47, 65, 68 & 69)	31	25.2	34	27.6	55	44.7	3	2.4	123
School District # 66	11	14.9	13	17.6	46	62.2	4	5.4	74
North Island College (School Districts # 70, 71, 72, 84 & 85)	51	17.7	76	26.4	159	55.2	2	0.7	288
North West Community College (School Districts # 50 52, 54, 80 & 88)	69	34.3	45	22.4	78	38.8	9	4.5	201
Northern Lights College (S.D. # 59,60,81 & 87)	69	29.6	38	16.3	121	51.9	5	2.1	233
Okanagan College Revelstoke	4	11.4	6	17.1	24	68.6	1	2.9	35
Okanagan College-Vernon Armstrong, Lumby	35	18.4	47	24.7	104	54.7	4	2.1	190
Okanagan College-Shuswap, Enderby,Falkland,Sicamous & Sorrento	20	16.5	40	33.1	56	46.3	5	4.1	121

APPENDIX 4

Continued

Colleges and School Districts	Traditionally Male		Traditionally Female		General Interest		Non-Traditional Female		Total
	No.	%	No.	%	No.	%	No.	%	
Okanagan College, Kelowna, Mt. Boucherie, Rutland, & inc. former School District # 23	54	22.5	65	27.1	118	49.2	3	1.2	240
Okanagan College Penticton-former School District # 15 Summerland, Keremeous	16	16.7	22	22.9	58	60.4	-	-	96
Okanagan College, Osoyoos, Oliver, Okanagan Falls	5	11.4	9	20.4	30	68.2	-	-	44
School District # 13	3	17.6	2	11.8	12	70.6	-	-	17
Selkirk College (School Districts 7 & 9 10 & 12)	8	8.4	11	11.6	74	77.9	2	2.1	95
School District # 11	10	13.7	19	26.0	37	50.7	7	9.6	73
Vancouver Community College	70	21.0	32	9.6	229	68.6	3	0.9	334
School District # 39	61	9.8	152	24.5	401	64.7	6	1.0	620
School District # 46	14	17.3	18	22.2	46	56.8	3	3.7	81
TOTAL	1189	17.9	1381	20.8	3924	59.2	137	2.1	6331

Some school districts may have been inadvertently been omitted. Five brochures were not available for analysis.

APPENDIX 5

Table 8

PARTICIPATION BY SEX IN SAMPLED COURSE OFFERINGS IN FOUR SELECTED COLLEGE REGIONS, FALL 1977

Institutions & School Districts	Traditionally Male		Traditionally Female		General Interest		Non-Traditionally Female	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
Capilano College	83.0	17.0	12.7	87.3	28.5	71.5	0	100
School District Nos. 44 and 45	86.0	14.0	0	100.0	23.9	76.1	0	100
East Kootenay Community College (School District Nos. 1, 2, 3, 4 & 18)	83.5	16.5	7.6	92.4	40.1	59.9	0*	0
Malaspina Community College (School District Nos. 47, 65, 68 & 69)	91.1	8.9	1.1	98.9	19.2	80.8	0	100
North West Community College (School District Nos. 50, 52, 54, 80 & 88)	82.9	17.1	14.9	85.1	35.8	64.2	0	100

*Three courses were advertised but cancelled.

APPENDIX 6

BASIS FOR REPORT ON PERCEPTIONS BY ADMINISTRATORS AND PROVIDERS:

1. Twenty-four informal telephone interviews were conducted of all available Continuing Education and other relevant* administrators of colleges, and school districts in the province.

2. Eighteen informal telephone interviews were conducted of available counsellors in the province.

3. To augment information obtained in the brochures and by telephone interviews, three on-site visits were made. Locations selected by the Project Advisory Committee represented an Interior Region, an Island Region, and a Northern Region. These were East Kootenay Community College, Malaspina College and Northwest Community College.

4. Thirty-eight on-site interviews were conducted with administrators, continuing education administrators, co-ordinators, counsellors and community persons. In addition, persons in the lower mainland metropolitan area were interviewed.

5. The purpose of the interviews was to obtain descriptive information on the status of women's programs with respect to existing policies, priorities, perceived barriers (institutional and on the part of women learners) support services offered, programing initiative and to what extent needs assessments had been conducted.

*For example, principals and deans.

APPENDIX 7

EXAMPLES OF ACCESS OPPORTUNITIES

In conducting this report excellent examples of accessing learning opportunities for women were observed. These have taken one of the following three forms:

1. A course or learning activity (formal or informal) at the institution or in the community,
2. Counselling, including academic, vocational, career and personal,
3. Women's Resource Centres located on campus or in the community.

Three illustrative cases of access to B.C. post-secondary institutions follow:

1. A woman in her late thirties, married with two teenaged children. She attended a one-day workshop given by a community college on "The Changing Worlds of Women." She had vague needs for more fulfillment but felt unsure of her capabilities or her goals. From the supportive atmosphere of the workshop and information which was available, she was encouraged to investigate enroling in a program at the college. She decided to take a Community Service Worker one-year program. She has graduated and now works as Director of a volunteer agency.

2. A woman, single parent of three young children, in her late twenties. She wanted to prepare herself to be self-supporting. She had few skills and low self-concept. She was encouraged to make an appointment with a female college counsellor, who was supportive. She enroled in Lifestyle Options for Women, followed by a Career Explorations course. She discovered her interest in teenage psychology, took several courses, worked in a drop-in centre, where eventually a part-time job was created for her. Over five years she has continued to take courses, on a part-time basis. She plans to transfer to a university when her children are older.

3. A woman in her early forties, married and the mother of seven. She had feelings of dissatisfaction and lacked direction. She sought advice from her minister, and later from a psychologist; she was told to take up more hobbies and home-based activities. Fearful of a growing depression, she heeded a friend's persuasion to drop in at a local Women's Centre. She came for many weeks before joining a discussion group with sympathetic peers. She has since taken Life-Skills Planning and vocational tests and is planning to enrol in a Nursing Program at a post-secondary institution.

APPENDIX 8

WOMEN'S RESOURCE CENTRE ACTIVITIES - AN OVERVIEW

During the information gathering for this report, informal telephone interviews were conducted in the province to assess the present status of women's resource centres. These have, in many instances, provided an innovative way for women to access learning opportunities in post-secondary institutions. Eight persons were polled, and nine persons were interviewed during on-site visits.

An important distinction should be made between a women's resource centre and a women's resource group. Women's resource groups may perform the same functions without a physical location.

Location (This list is not comprehensive).

A number of centres and groups exist presently in B.C. In the Interior these include Cranbrook, Nelson, Kaslo, Salmon Arm, Vernon and William's Lake. In the North they exist in Dawson Creek, Burns Lake, Fraser Lake, Prince Rupert, MacKenzie, Kitimat, and Terrace. A number of groups and centres previously active on the Island are now defunct. There are several centres in the Lower Mainland, both institutionally and community based, including the University of British Columbia, Simon Fraser University, Capilano College and in the communities of Richmond, and Port Coquitlam.

Functions

Such centres perform a variety of functions, reflecting the needs of the region and its clients. They offer information, referrals, drop-in activities, formal and informal counselling, workshops, courses, lecture series, and skills development.

Funding

Funding varies and is a major problem. Grants have been and are received from the Secretary of State, Human Resources, Canada Works, and other sources. Function follows funding and in some cases Centres are unable to meet their primary goals, but instead confine their activities to conform to the nature of the grant.

Conclusion

Women's Centres are a fairly recent phenomenon. They provide an important link between community women and educational institutions. Adequate and long-term funding, in conjunction with systematic needs assessments and evaluation procedures could provide needed access to education for women.

WOMEN'S RESOURCE CENTRE*

FIVE MODELS AS THEY PRESENTLY EXIST IN B.C.

JUNE, 1978

NAME	FUNDING	GOALS/FUNCTIONS	STAFF	BASE/LOCATION
U.B.C. Centre for Continuing Education	Centre for Continuing Education, U.B.C. & Cost-Recovery on Non-Credit Courses	To offer counselling, career & personal life planning, information & referral, give courses, workshops, group counselling, life-plan & life-skills, provide information & referral services & drop-in & volunteer training.	Professional Volunteer Workers and resource persons	Base: Institutional Location: Urban off-campus
Port Coquitlam Area Women's Cente	Ad Hoc presently Ministry of Human Resources & Secretary of State	To reach isolated women, offer discussion groups, and a training house, give courses, workshops, peer counselling, liaison with Douglas College and community agencies. Have drop-in hours.	Part Time Paid Worker Volunteer Co-ordinators	Base: Community Location: Semi-urban
Capilano College Women's Resource Centre	Capilano College Academic and Educational support services & cost-recovery on non-credit courses.	To provide instructional services for students, community outreach. Give courses, workshops, drop-in hours, formal counselling services, library.	Professional staff	Base: Institutional Location: Urban on-campus
Cranbrook Women's Resource Centre	Ad Hoc presently Secretary of State (13 weeks)	To offer drop-in, reach isolated women, organize workshops, provide resource persons. Services follow funding-presently doing needs assessment on: Education, Health, Family Violence, Child Care and Counselling.	Volunteer & 3 students for 13 weeks	Base: Community Location: Semi-rural
Tamitik Status of Women's Centre (Kitimat)	Ad Hoc presently Canada Works Grant Bilingual Nursery	To reach isolated women, immigrants, single parents, severe mental health problems, to advocate vocational and non-traditional employment; services follow funding-presently bilingual nursery and some drop-in child minding.	Volunteer & Nursery Teacher	Base: Community Location: rural, single industry town.

These may be variously titled, e.g. "Women's Drop-In Centre", Information Centre, etc.

APPENDIX 9

PRIME TIME
A Project for Women in their Middle Years

304-620 View Street, Victoria, B.C.
V8W 1J6 telephone 388-6101

1978 06 22

Ms. Lillian Zimmerman,
7451 Elbridge Way,
Richmond, B. C.

Dear Lillian:

In response to your request for a brief report from Prime Time outlining educational programming needs for women in the Victoria area, I am pleased to submit the following.

Shortly after we received our three-year demonstration grant in July of 1977, Prime Time called together representatives from a wide range of community organizations to form the Co-ordinating Committee for Community Education Programs for Women. (See attached list of Co-ordinating Committee members.) The committee has met once a month since that time to share information about the program needs of women in middle years and to identify gaps and overlap in community programming.

In our work during the past year, we have identified a number of difficulties that affect continuing education programming for women:

1) Prior to Prime Time initiating this committee, there had been no co-ordinated planning, even between our major Continuing Education organizations (University of Victoria, Camosun College, YM-YWCA.) Courses tended to overlap, especially when there was something in fashion; courses frequently disappeared often for administrative

reasons; and gaps in the programming were evident. Co-ordination of planning is not yet a reality for the Committee.

2) There had been no concerted effort to identify women's interests and needs. Women's groups who could assist were floundering due to severely limited funding, and were seldom asked to participate with educators in planning. Courses were (and still are to a large extent) planned in terms of "catch as catch can" rather than in terms of a co-ordinated program related to identified community needs.

3) Staff with Continuing Education responsibilities are over-extended and often do not have the needed community skills nor positive attitudes and interest in the area of women's programming.

4) Some organizations clearly would like to extend their programming to fill the needs that are evident but because of budget restrictions are not willing to try innovative programming or make attempts to program for hard-to-reach groups in the community.

With the leadership that Prime Time staff has been able to offer, our Co-ordinating Committee has been able to make some improvements especially in relation to identifying needs.

Over the past year the committee has agreed on the need for downtown, daytime programming and encouraged the university to offer academic as well as self-development courses off campus. As well, the committee jointly planned a very successful noon-hour lecture series for working women. Counselling services have been surveyed and a sub-committee meets to improve employment opportunities for women. Areas of program needs from research projects and surveys Prime Time has conducted with over 200 women have been shared, and as a result Prime Time has co-sponsored several new courses with existing organizations and encouraged programmers to move into new areas of programming.

There are many gaps still evident particularly in the area of self-development for women. We have found that continuing education organizations have tended not to see the area of programming for women as a whole, and do not recognize the need to provide opportunities for women to gain confidence, and learn basic skills as areas of responsibility.

Our findings have confirmed those of Janet Willis, Co-ordinator of the Canadian Committee on Learning Opportunities for Women, in her paper "Learning Opportunities for Women", that a woman's poor self-concept can be a barrier to learning; that first-step courses in lifeskills and re-entry are often needed before a woman can take advantage of the second-level programs provided by most communities.

Although Prime Time has a mandate to ensure that the needs of women in middle years (35 - 60 years) are met, the Committee's work has not been restrictive in this regard and the Committee members feel that the Committee has acted as a conscience and a catalyst to them in their role of providing services and programs for women of all ages. However, Prime Time is a short-term project and the leadership for such work must come from on-going organizations whose staff have the necessary enthusiasm, attitudes and a proper mandate.

We would like then, to make the following recommendations:

1) That all organizations with a viable continuing education program be provided with funds to hire a Program Developer for women's programs; that such staff have demonstrated skills especially in co-ordinating input from existing women's organizations, and that related life experience be considered a major asset. (Academic credentials are not enough in this area and relevant community representation on hiring panels should be encouraged.)

2) That such staff be directed to work together to develop (or in our case, to continue the work of) a co-ordinating committee composed of program developers and representatives of a broad range of women's groups and other relevant community groups; that this committee meet regularly to co-ordinate program planning with need assessments, and to assign responsibilities for women's programming, as well as evaluations of new programming, so that a comprehensive and creative women's program can be available continuously in the community.

We are very excited about the possibility of the Ministry of Education offering much needed funds for staffing women's programs. The need is very great (Prime Time alone attracted over 300 women to their program in their first four months of operation this year.) We hope our comments and recommendations will prove useful to you as a supplement to your report. If we can be of any further help, please let us know. You have our best wishes in the difficult task assigned to you.

Yours truly,

Beryl Young

BERYL YOUNG,
for Prime Time

cc: Dr. Ron Faris,
Executive Director, Continuing Education,
Ministry of Education,
4th Floor,
835 Humbolt Street,
Victoria, B.C. V8V 2Z7

APPENDIX 10

A RE-ENTRY PROGRAM FOR WOMEN

Institution: Fraser Valley Regional College
Length of Program: Two weeks
Times: 8:30 - 3:30

Admission Criteria for students who wish:

1) clarification about occupational choices, or
2) more knowledge of her own or community resources.
3) Candidate may not have been employed or may have been out of school for a period of time, or
4) Candidate may be making adjustments to a new life style.

Educational Objectives:

a) To provide practice in the use of effective study skills, reading skills, time management, and relaxation techniques.

b) To provide opportunity for upgrading and/or refreshing basic academic skills.

c) To provide opportunity for goal analysis, including skill assessment and vocational choices.

d) To provide opportunity for discussion of problem solving related to individual "readiness" issues.

e) To assist the student to translate current life skills into those applicable to vocational training by providing a forum for the practice of interpersonal skills, including communication skills, self-esteem development, and family unit management.

f) To familiarize and to provide access for students with community services, e.g., financial aid, daycare, and legal aid.

g) To provide an orientation to training programs.

h) To develop a group for future peer support to provide on-going service follow-up, and evaluation.

This report to the Ministry of Education, Science and Technology has been published as a Discussion Paper in order to foster informed reaction to its contents. You are urged to comment in detail or simply complete this form, detach and fold as directed, and mail to the Continuing Education Division of the Ministry. Or you may telephone Dr. Ron Faris, Executive Director of Continuing Education, at (604) 387-1411.

COMMENTS: _____

----------FOLD----------

PLACE
STAMP
HERE

Continuing Education,
Post-Secondary Department,
Ministry of Education,
Science and Technology,
Parliament Buildings,
VICTORIA, B.C.

V8V 1X4

ATTENTION: Dr. Ron Faris,
Executive Director

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